

Developing board games to teach literary elements in ‘To Kill a Mockingbird’

Desarrollo de juegos de mesa para enseñar elementos literarios en “Matar a un ruiseñor”

Azlina Abdul Aziz*

Universiti Kebangsaan Malaysia - Malaysia

azlina1@ukm.edu.my

Nurul Shahira Mohd Raffi**

Universiti Kebangsaan Malaysia - Malaysia

nurulshahira.raffi15@gmail.com

ABSTRACT

The purpose of this research is to interrogate the effectiveness of developing board games to teach literary elements such as characters, setting and themes based on the literary text ‘To Kill a Mockingbird’ by Harper Lee. The development of board games in teaching English literature aims to help student teachers to critically examine their understanding of the approaches to teaching literature. It will further develop critical appreciation and cultural awareness for students whose English is a second language. This study is based on a course ‘Teaching of literature: Reading the word and the world’ taught to 45 Year 2 TESL undergraduate student teachers at the Faculty of Education, UKM. This case study was designed with four methods of data collection namely questionnaire, interview, student teachers’ board games and reflective essays. In this study, the student teachers had formed six groups and then had chosen either a theme or a character such as ‘Tom Robinson’, ‘Atticus Finch’, ‘Boo Radley’, ‘Scout Finch’, ‘Gender stereotyping’ and ‘Racism’ to be developed further into board games. They later reflected on the whole process of developing board games, identifying its strengths, weaknesses and suggestions on how to improve it. Generally, the participants perceived that developing board games helps them to teach the literary elements such as characters, setting and themes to the pupils.

Keywords: Board Games, Literary Elements, Literary Text, English Literature, Teaching Literature.

RESUMEN

El propósito de esta investigación es interrogar la efectividad del desarrollo de juegos de mesa para enseñar elementos literarios como personajes, escenarios y temas basados en el texto literario “To Kill a Mockingbird” de Harper Lee. El desarrollo de juegos de mesa en la enseñanza de la literatura inglesa tiene como objetivo ayudar a los estudiantes docentes a examinar críticamente su comprensión de los enfoques de la enseñanza de la literatura. Desarrollará aún más la apreciación crítica y la conciencia cultural para los estudiantes cuyo inglés es un segundo idioma. Este estudio se basa en un curso “Enseñanza de literatura: Lectura de la palabra y el mundo” que se imparte a 45 docentes de pregrado de TESL de Year 2 en la Facultad de Educación, UKM. Este estudio de caso se diseñó con cuatro métodos de recolección de datos, a saber, cuestionarios, entrevistas, juegos de mesa para estudiantes y ensayos reflexivos. En este estudio, los estudiantes maestros formaron seis grupos y luego eligieron un tema o un personaje como ‘Tom Robinson’, ‘Atticus Finch’, ‘Boo Radley’, ‘Scout Finch’, ‘Estereotipos de género’ y ‘Racismo’. ‘para desarrollarse más en juegos de mesa. Más tarde reflexionaron sobre todo el proceso de desarrollo de juegos de mesa, identificando sus fortalezas, debilidades y sugerencias sobre cómo mejorarlo. En general, los participantes percibieron que el desarrollo de juegos de mesa les ayuda a enseñar a los alumnos los elementos literarios tales como personajes, escenarios y temas.

Palabras clave: juegos de mesa, elementos literarios, texto literario, literatura inglesa, literatura didáctica.

*Corresponding author. Center of Teaching and Learning Innovation, Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia.

** Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia

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1. INTRODUCTION

Despite the unique and predominant position of English language in the world's communicative sphere and in the field of education; in Malaysia, English is taught as a second language (ESL). Learning a second language assist learners to interact across cultures. While the number of ESL learners in English-speaking nations is growing dramatically, this growing demand is not met by the number of skilled ESL educators (Khalid, 2014). Therefore, it is crucial for the Ministry of Education to place emphasis on producing skilled and productive ESL educators in order to ensure goals and aims are met; as teachers are the ones who can bring the biggest change towards achieving a society who all have a commendable mastery of the English language (Thirusanku & Yunus, 2014). Teachers are the ones who will shape the young learners especially those in the primary school level. It is the first step towards achieving the goals and aspiration of the MOE. Making teaching as a profession of choice is important as to invite only the best and capable of Malaysians to join the profession (Jaggil & Taat, 2018). The importance of teacher training programme by which student teachers are taught skills and provided the necessary expertise or attitude to allow them to fulfil their duties in accordance with the required standard to take on more demanding roles in order to effective job performance (Fauziah, 2016). Teaching literature in particular is concerned with approaches that have proved useful (Khatib et al, 2011). Hence, to keep abreast with the importance of English in Malaysia, KSSM was introduced as an attempt to improve and reorganise the existing curriculum specification so that learners will be able to achieve the relevant skills, values and knowledge to face the challenges of the 21st century.

Future teachers should be well aware that teaching's ultimate objective is to encourage learning. For the most part, learning takes place in many distinct situations and environments (Cruz, 2010). Although everyone can learn, the willingness of a student to learn is essential for mastering fresh ideas, values and abilities. ESL Learners, like a native speaker; have to cope with various linguistic types and communicative functions. As Khatib and Mellati (2012) point out; irony, exposure, argument, and narration must be handled by second-language learners. One way for future teachers is by incorporating literature in the second language classroom. Literature is culturally enriching in the second language classroom (Azmi, 2014). It promotes discovery of authentic language in literature. Teaching literature in the second language classroom is engaging. It involves students in the tales they read. According to Amer (2003), learners "inhabit" the text as they focus on the development of the story. They often relate to one or more characters in the emotional turmoil that they sometimes feel. In other words, teaching literature in the ESL classroom has a beneficial impact on future teachers.

2. RESEARCH QUESTIONS

This study seeks to find answers to the following research questions:

- i. What are the board games developed by the student teachers to teach literary elements based on 'To Kill a Mockingbird' by Harper Lee?
- ii. What did the student teachers gain in developing board games?
- iii. What are the challenges and how to improve it?

3. Literature Review

There are three theories underpinning this study. They are More Knowledgeable Other (MKO), Reader-Response Theory, Moral Philosophical Approach and board games as pedagogical tool.

More Knowledgeable Other (MKO)

Vygotsky (1978) promotes the context of teaching in which learners play an active part in learning. The "more knowledgeable other" notion is quite straightforward and quite self-explanatory. One who has a greater level of understanding than the learner is the more knowledgeable than the other (Thirusanku & Yunus, 2014). The role of MKO (More Knowledgeable Other); is to assist learning through coaching and scaffolding. During the learning process, it is the MKO provide critical advice and training. While the learner may not yet able to do something on its own, with the help of a qualified teacher, learner is prepared to undertake the assignment (Coutinho, 2007). MKO often a parent, teacher, or other adult, but this is not always the case. Vygotsky thought that an important aspect of the learning process was peer interaction. He suggested pairing more competent learners with less qualified ones to help kids learn fresh abilities (Chun, 2015). In many cases, peers provide valuable help and instruction especially during the developmental and transition phases of the student teachers; from student to teachers. It is critical when it comes to building an identity and fitting in are just one instance.

Reader-Response Theory

Louise Rosenblatt's (1978) reader-response theory is a school of literary theory focused on the reader and the literary experience, as opposed to other schools and theories that focus primarily on the author or the content and form of the work (Marhaeni, 2016). Reader-response theory acknowledges the reader as an active agent who, through interpretation, imparts "true presence" of the literary work and its significance. Reader-response theory claims that literature should be regarded as an art of performance in which each reader produces their own, potentially distinctive, performance related to the literary text (Mathis, 2016). In analysing a literary text, this theory enables student teachers to take into consideration their own private emotions and viewpoint. According to theoreticians of Reader-Response, that a certain personality reminds readers of 'Dad', or that a certain passage reminds readers of something from their childhood. As part of an interpretive community, a group of readers who not only share the same language but also share the same reading conventions; for example, making close readers part of the same interpretive community (Tan & Abdul Aziz, 2019).

Moral Philosophical Approach

A moral or philosophical approach defines or evaluates literary work in terms of its concepts and values. In literature, the philosophical method becomes much more than a novelty, it becomes human. It's about love and wisdom, and it's about

hatred and innocence. Matthew Arnold emphasis that literature should produce a better and more moral individual (Leerssen, 2006). The focused should be on stories searching for life's significance instead of romance novels or summer action movies; as they're more about having fun than thinking deep thoughts, in which was deemed to be capricious and meaningless (Bal & Veltkamp, 2013). Literature has the authority to influence the emotions and behaviours of its readers, hence the beneficial type of literary text was that of characters showcase good and noble behavior (Thexton et al., 2019). Very often morality system is based on life philosophy as literary texts teach us the most basic, vital values of the human condition.

Board games as pedagogical tool

Deep meanings in some texts may be difficult without foundational knowledge and experience (Carter, 2007). Since not all students enjoy reading; it is therefore important to integrate appropriate reading activities to enhance understanding of literary texts. The practice for teacher to integrate novels as part of language arts in literature classroom; are made possible through the application of literacy-boosting board games as one of the methods to teach efficiently as it offers limitless application of literary theory in teaching (Chun, 2015). Murray (2018) acknowledged that board games in any forms have beneficial effect on teaching and learning.

Board games play a key role in the development and growth of children. It is a significant element of brain development as it helps to develop logical and reasoning abilities, to increase critical thinking and to gain spatial reasoning. Playing board games also enables with the ability to learn, socially and communicate (Boyd, 2004). Board games especially viewed as learning spaces. This is because they allow players to acquire non-cognitive abilities such as patience or discipline that are essential for achievement in career and life. Gameplay also develops a number of cognitive skills, including critical thinking and problem solving (Sardone & Devlin-Scherer, 2016).

4. METHODOLOGY

This study embraced case study approach and thus employed four methods of data collection; student teachers' board games, questionnaire, interview, and reflective essay. The study is based on a course 'Teaching of literature: Reading the word and the world' taught to 45 Year 2 TESL undergraduate student teachers at the Faculty of Education, UKM. Therefore the Year 2 TESL student teachers were selected as respondents in order to critically examine the development of student teachers' critical appreciation and cultural awareness; as well as their understanding towards the approaches of teaching literature.

5. FINDINGS AND DISCUSSION

The findings and discussion are presented to answer the research findings. The findings relating to the research questions are presented in this section. To answer the research questions; data from the student teachers' board games, questionnaire, interview and reflective essays were analysed. The findings for the research question were further subcategorised under 4 themes namely (1) board games to teach literary elements, (2) board games to foster good practice through the principles of teaching literature, (3) cultivate in-depth understanding of the approaches to teach literature, (4) the value of developing board games to foster critical appreciation and cultural awareness, and (5) personal growth based on the process of developing board games.

Theme 1 – Board games to teach literary elements

The findings were elaborated based on the student teachers' board games on the approaches to teaching literature to teach literary elements. In this study, student teachers played the role of future teachers of literature. Based on the selected text, the student teachers had designed appropriate reading activities for the classroom. The board games were specifically designed to explore further the various characters and themes in the book. The student teachers formed six groups and then had chosen either a theme or a character they would develop further into board games. The student teachers had chosen (a) 'Tom Robinson', (b) 'Atticus Finch', (c) 'Boo Radley', (d) 'Scout Finch', (e) 'Gender stereotyping', and (f) 'Racism'.

Tom Robinson – Mocking Bird

Conflict enables drastic events and confrontations that test and adjust personalities (Liu et. al. 2019). It is the key element of this board game. It features the trial scene from the novel which determines whether Mayella Violet Ewell or Tom Robinson was lying or telling the truth. The student teachers' prepares this game to create obstacles between players and their goal was to know how the conflict resolves and feel resolution (Benwell, 2002)

In this game, players can also play dumb; for instance when it's your turn to put down queens, and you happen to have two of them. Say, "What am I again?" and look confused as you look through your cards before you put them down. Your goal is to make people believe you when you're lying, and make them doubt you when you're telling the truth.

Who are in the trial scene?

What is the name of the lawyer who defends Tom Robinson? (Atticus)

What is the name of the lawyer who defends Mayella? (Mr. Gilmer)

Why could Tom Robinson not use his left hand? (His hand was caught in a cotton gin)

Atticus Finch – Snake and Ladder

Developing a solid understanding of the plot, or series of events in the story, is essential for the student teachers'

to ensure that the targeted learners fully comprehend the literary text; 'To Kill The Mockingbird' by Harper Lee. The actions of characters, responses, and other incidents are parts of plot (Atsushi & Tomoko, 2018). Plot generally manipulated for many reasons; to create suspense, build tension, and to emphasise character differences (Liu et. al. 2019). The type and order of events are often manipulated to create certain effects on the reader (Atsushi & Tomoko, 2018).

The student teachers' divided their questions in the game to suit particular parts of the plot. First, exposition; gives information about the characters as well as their problems and conflicts (Atsushi & Tomoko, 2018). Example of the questions' asked in the game are:

- 1) Atticus Finch worked as? (A lawyer)
- 2) Did Atticus have a wife who is still alive in the story? (No, she passed away)

Second, rising action; consist of a series of obstacles that arise as the main characters take action to solve their problems (Atsushi & Tomoko, 2018).

- 1) Atticus took on one criminal case. Who was the man that he tried to defend? (Tom Robinson)
- 2) Why did Atticus ask Mr. Ewell if he could read and write? What was the purpose or reason for his question? (To ensure the Dominant hand used by him)

Third, climax; the outcome of the conflict is revealed (Atsushi & Tomoko, 2018).

- 1) How long did Atticus own a gun? (About a year, 1 year)
- 2) How old was Atticus when his daddy gave him a gun? (13 or 14 years old)

Falling action; presents events that result from the climax (Atsushi & Tomoko, 2018).

Atticus forbade Scout from getting involved in a fight again. Who was the person that Scout fought?

Resolution; the end of all struggles and are over, and we know what is going to happen to the characters (Atsushi & Tomoko, 2018).

- 1) As Atticus is a Lawyer, when Tom's dead, give two of the characteristics that showed him once he told Ms. Maudie about the horrible news (Calm)
- 2) Before the final scene, Atticus thanked a person who saved his children's lives. Who was he? (Mr. Arthur Ridley)

Boo Radley - Jenga

Characterisation is an essential component of convincing a tale. Characters need to appear real in order to interest and move readers. In the literary text; 'To Kill The Mocking Bird', This was accomplished by offering information that create individual and specific characters. Character represents a person, place, or thing on which the story centres (Liu et. al., 2019). The student teachers' identify the characterisation of character; Boo Radley and construct questions allowing learners to analyse and criticise the character. In the game, the student teachers approach cultural questions such as:

- 1) Is Boo Radley a black or white man?
- 2) What was Maycomb Community's description of Boo?
- 3) What does Boo Radley really look like?
- 4) What is the gender of Boo Radley?
- 5) Suggest one word that reminds you of Boo Radley?
- 6) Does Boo Radley hate the kid?

Questions which focus on how certain cultural view others provide the student teachers' insight on the learners cultural awareness; since it is a necessity to see how such pattern functions in relation to cultural insights. The student teachers' intellectual curiosity is aroused and satisfied when they learn that there exists another mode of the teaching that would include both linguistic and extra linguistic aspects of the cultural approach (Cheng & Berman, 2012).

Scout Finch – Pin on Scout!

In Eka Roivainen's (2013) study, it mentions that the frequency of the use of personality adjectives correlates with everyday personality descriptions. An individual personality refers to one's appearance, characteristics, attitude, mind-set and behaviour with others (Bleidorn et.al. 2014). The student teachers' main focus for this game were to allow students to use the label adjectives that describe people's personality; curious, clever, short-tempered, etc. The aim is to answer the 'YES' or 'NO' questions regarding Scout's personality correctly from the excerpts given and pin a piece of Scout on her cardboard cut-out.

Gender Stereotyping – Rain and Rainbow Board Games

In addition to more particular gender-stereotypical characteristics, the game seeks to test basic elements of gender stereotypes. The tries to measure masculinity and femininity put these buildings on a bipolar spectrum and involved the measurement of easy collections of personality traits that differed between females and males on average gender-

stereotypical traits (Azhari, 2013). The 'Rain and Rainbow Board Game' harnesses the underlying message in the literary text 'To Kill a Mockingbird' by Harper Lee. The literary element focused by the student teachers' in this game zooms on the thoughts and feelings of the characters' 'point of view'. The questions constructed asked the students' opinion on competitive and dominant items as well as affectionate and gentle items such as:

- 1) Will you befriend a boy or a girl (depends on the gender)?
- 2) Can a woman be as strong as a man? Q: physically?
- 3) What are your thoughts on a man who wears pink?
- 4) Do you think it is appropriate for a man to stay in the kitchen and cooks? Give your reason(s).
- 5) Why man cannot be a best friend to a girl?

Racism – Save Tom!

The purpose of this board game is to teach learners to become world citizens who can become engaged with an increasingly global world (Hedayati et. al. 2015). This specific game allows student teachers to promote interaction and learning experiences that promote a variety of individual experiences and cultures (Ibrahim, 2004). The specific issues about racism which emerged in the novel had inspired learners to know about the various manifestation of racism and prejudice (Hedayati et. al. 2015).

Using the literary elements; third person limited point of view, the student teachers' asked questions' that highlighted the event happening in the story and allow students to think and reflect critically on the issue of racism.

What are the causes of racism? (Ignorance of other culture, ethnic or religion Stereotyping, The feeling of superiority)

Do you think racism is dangerous? Why? (It could cost people's life, increase crime rate, rob others' opportunities)

Choose one way on how to end racism:

Be friends only with people of the same race \

Don't interfere when people are being racist in public

Treat people equally

How do we avoid racist comments?

- (a) Be sensitive
- (b) Be understanding
- (c) Think before speak
- 5) How does racism affect relationships? (Friends becoming enemies / Splitting family / Chaotic society)

Theme 2 – Board games to foster good practice through the principles of teaching literature

The questionnaire's result was calculated and the mean score of each item were obtained in order to gauge the effectiveness of board games in teaching English literature to help student teachers foster good practice through the principles of teaching literature. From the responses, all criteria scores high and extremely high within the range mean score. Based on the items in the questionnaire, the three highest score are that board games help student teachers to; (1) promotes respect towards diverse talents and different ways of learning, (2) gained experience in creating appropriate reading material, and (3) foster professional growth.

Table 1: Mean scores items in questionnaire

No.	Criteria	Score				Mean Score
		1(%)	2(%)	3(%)	4(%)	
1.	I am able to encourage interaction between the participants during the board games session.			6 (13%)	39 (87%)	3.87
2.	I develop reciprocity and cooperation among the participants.			15 (33%)	30 (76%)	3.67
3.	Board game enables me to promote respect towards diverse talents and different ways of learning.				45 (100%)	4.00
4.	Board games encourage active learning.			3 (7%)	42 (93%)	3.93
5.	I am able to emphasise time on task.			8 (18%)	37 (82%)	3.82
6.	I communicate high expectations through board games.			32 (71%)	13 (29%)	3.29
7.	I am able to give prompt feedback.			27 (60%)	18 (40%)	3.40
8.	I gained experience in creating appropriate reading materials.				45 (100%)	4.00

9.	Board games build awareness and diversity.			18 (40%)	27 (60%)	3.60
10.	Board games foster my professional growth.				45 (100%)	4.00
11.	What do you understand about the approaches to teaching literature?	'Short answer'				

Score: 1(Strongly Disagree), 2(Disagree), 3(Agree), and 4(Strongly Agree)

Theme 3 – Cultivate in-depth understanding of the approaches to teaching literature

To further cultivate in-depth understanding of the approaches to teaching literature; question 11 of the questionnaire enables participants to reflect on their understanding of the approaches to teaching literature.

Table 2: Approaches to teaching literature

No.	Categories of factors	Frequency	%
1.	Introduce variety of techniques.	24	14
2.	Help student teachers to uncover their thoughts that guide them as future teachers of literature.	37	22
3.	Make tacit knowledge explicit.	26	16
4.	Chance to teach differently from the way they were taught.	15	9
5.	Choose the most suitable approaches based on learners need.	29	17
6.	How teaching is conducted in order to achieve long term objectives.	15	9
7.	The concept of inductive, deductive, eclectic, or integrated approach.	5	3
8.	Connect learners' previous experiences with knowledge of English literature.	17	10
Total		168	100

The data showed that 22% of the student teachers' responses stated that approaches to teaching literature help student teachers to uncover their thoughts that guide them as future teachers of literature.

'In order to suit the students in the advanced level, we as a teacher need to adjust the difficulties of games by further asking them questions.'

17% mentioned that they were able to choose the most suitable approaches based on learners need.

'I need to think on what kind of literary experiences are needed by my students.'

'As an educator, I have the responsibility to teach multiple perspectives in my literature classroom. I would want to stick with a few for each literature. But whatever I decide, every critical lenses needs to be absolutely essential to the story.'

Another 16% agrees that approaches to teaching literature make tacit knowledge explicit.

'This prompt to generate their ideas, explicit their opinions, and at the same time enhance their understanding. We were able to know the students' understanding level by listening to their response. This helps them to boost confidence, develop listening and speaking skills.'

Theme 4 – The value of developing board games to foster critical appreciation and cultural awareness

Most participants agree that through the development of board games they were able to further develop critical appreciation and cultural awareness for students whose English is a second language. This statement is derived from student teachers' interview.

Table 3: Value of board games to foster critical appreciations

No.	Categories of factors	Frequency	%
1.	Form judgements of how the text works.	17	8
2.	Interpreting the ideas.	23	12
3.	Interaction with the text.	16	8
4.	Different context of debates and cognitive value within the discipline in the text and the participants.	11	5
5.	Literary standpoint and evaluation from different perspective.	30	15
6.	Evaluates the text.	21	11
7.	Reflection on own reading and thinking.	19	10
8.	Critical justification.	21	11
9.	Engaged in analysing the arguments the author is making.	9	4
10.	Gauge answers to the questions.	14	7
11.	Highlighting important points.	18	9
Total		199	100

The data showed that 15% of the respondents agree that developing board games allows critical appreciation through literary standpoint and evaluation from different perspective.

'I really like the ideas as that we took into account the literary experiences that needed by the both genders.'

'This kind of course give me time to reflect and absorb the values when being in someone else perspectives and learned how to make a connection through the text too.'

12% stress that developing board games foster critical appreciation by interpreting the ideas.

'I can explore and learn a new way to be creative in making interpretation of literary texts.'

'The perspectives of students and teachers may be different from my point of view. The responsibility to make someone understand and able to produce their own interpretation is hard because they need to have the prior knowledge about the text from cultural, environment and language perspectives.'

While 11% of the respondents noted that developing board games enhance their critical appreciation as they able to give critical justification.

'This book is kind of like an eye opener for me. It is basically about the world through the eyes of the innocents which are Jem and Scout who are both children. They learn to see things neutral around them but with the people around them who talks about the coloured folks, they too became curious, especially when it was Tom Robinson's trial.'

Most respondent mentioned that incorporating board games in a literature classroom, particularly in a culturally diverse country; such as Malaysia, helps student teachers to foster cultural awareness.

Table 4: Value of board games to foster cultural awareness

No.	Categories of factors	Frequency	%
1.	Suspend judgements.	21	9
2.	Different situation may require different solution.	28	12
3.	How people perceive the world.	40	18
4.	Become comfortable with ambiguity.	5	2
5.	Celebrate diversity.	29	13
6.	Similarities and differences are both important.	22	10
7.	Multiple ways to reach the same goal.	18	8
8.	Interaction with different cultures.	13	6
9.	Relation between knowledge and assumptions.	15	7
10.	Diverse skills and different approaches to problem solving.	33	15
Total		224	100

Data showed that 18% of respondents mentioned in their personal responses that the board games reflected on how people perceive the world.

'Encourage my students to learn from other people experiences. Students can look at their own responses and compare to their peers. I believe students can take away different things from every piece of literature. Therefore, sharing session allows them to see a piece of literature from different perspectives.'

'I can learn more about the background of other countries, their people, their culture and many more.'

15% agrees that board games promotes diverse skills and different approaches to problem solving.

'The experience of developing board games gave me a new sight of produce something until it happens.'

'Thankfully I have group members who are willing to give their corporations both in making our scene and also the board game.'

13% noted that it celebrates diversity.

'Teacher must be able to cater to a classroom full of diversity and the transparent nature of literature helps in this matter.'

Theme 5 – Personal growth based on the process of developing board games

Based on the findings from student teacher's reflective essay, the data was divided into 3 sections; (a) strength, (b) weaknesses, and (c) ways to improve.

Section A – Strengths

Section A focusses on investigating student teachers' personal growth and reflection of the whole process.

Table 5: Emerging themes on the strengths of developing board games

No.	Categories of factors	Frequency	%
1.	Goal-directed activities to facilitate learning process.	3	2
2.	Encourage participation and promote active learning.	10	6
3.	Promote social skills.	8	5
4.	Obtain feedback and monitor the progress of groups as they work through the task.	17	10
5.	Cooperative learning.	13	7
6.	Fun learning through board games.	41	23
7.	Additional support materials.	27	15
8.	Continuing guidance.	21	12
9.	Interaction between instructors and participants.	35	20
Total		175	100

Result from the data showed that 23% of the respondents agreed that they were able to promote fun learning through board games.

'Considering that they might never read or encounter with the novel, we prepared an informative yet fun board game for them.'

'The board games that we have carried out was accessible, engaging, and interactive.'

It is noted that 20% stress on the importance of interaction between instructors and participants.

'The part that I liked the most was the interaction between facilitators and students. Interaction is one of the powerful weapon in teaching and learning literature. This helps facilitators to check on students' understanding, and provide assistance if necessary.'

Meanwhile 15% place emphasis on additional support materials to attract and further develop understanding.

'We also made a brochure about fun facts and fictions about the real Boo in the story and how people see him.'

Section B – Weaknesses

Section B highlights the obstacles faced by the student teachers.

Table 6: Emerging themes on the weaknesses of developing board games

No.	Categories of factors	Frequency	%
1.	Competitiveness.	12	6
2.	Less eager to contribute.	37	18
3.	Dependency.	16	7
4.	Allocated time.	30	15
5.	Anonymity.	10	5
6.	Dominating students.	21	10
7.	Socially isolated participants.	18	9
8.	Checking-answers.	12	6
9.	Participants' loss of interest.	18	9
10.	Inexperienced planning.	30	15
	Total	204	100

The result indicate that the student teachers weaknesses may affect the teaching and learning objectives. There are several obstacles which they faced while conducting the workshop, such as;

(a) Less eager to contribution from passive/shy participants (18%),

'Although we paired them up with their friends, there were some students who were quite passive and gave minimum responses. The mistake that I did was I paid less attention to the quiet one. I kept encouraging the active pupils to answer and give reasons, unfortunately, giving less opportunity for the passive pupils to voice out.'

'The first group that came to our station is quite preserved. They did not really have any reactions towards the game unless only a few of them.'

(b) Allocated time for each station (15%),

'The student play the game and answer all sort of question but sadly no one finished to before they need to change to another game as the time is up.'

'The only problem that we encountered is the time constraints.'

and (c) Inexperienced planning of the student teachers (15%).

'There was a bit of chaos in our team in terms of handling the game. The second group is more engaged in the game probably because we already saw our weaknesses from the first group and this time, we were more organised for this second group.'

Section C – Ways to improve

Section C further elaborated on few suggestions to improve the process of developing board games; derived from the student teachers' reflective essay.

Table 7: Emerging themes on ways to improve

No.	Categories of factors	Frequency	%
1.	Building rapport with the participants.	27	17
2.	Betterment of time management.	33	20
3.	Align instructions to learning standards.	19	12
4.	Encourage participation through written discussion to tackle shy participants or are from different cultures.	3	2
5.	Monitor and assist the discussion among participants by adding personal perspectives and ideas to those of the students.	7	4
6.	Gives more opportunities for participants to converse and share their perspectives.	23	14
7.	Include formative assessment.	14	9
8.	Use feedback loop concept.	21	13
9.	Opportunities for groups to reflect on their performance in groups.	15	9
	Total	162	100

The data derived from student teachers' reflective essay on a few suggestions on ways to improve. 20% of the respondents hoped for the betterment of time management.

'My recommendation would be when we do it next time we need to rearrange the time nicely so that students can actually play all of the games and they have enough time to understand what the game is about, because some of them wanted to play our group's activity yet cannot because they have to move to other places. It is such a waste when students have an interest to learn things but we can't do anything.'

17% opined that building rapport with the participants is important to develop good relationship between instructors and participants as well as the primary participants and the secondary participants.

'One suggestion I would like to give is to include some sort of ice-breaking session at the beginning of dramatisation. It could be carried out within five to fifteen minutes. As interactive and fun sessions run before the main proceedings, it will be helping students get into the situation and reduce the presence of awkwardness.'

14% of the respondents believe that they should give more opportunities for participants to converse and share their perspectives.

'We tried our best to make sure that everyone can participate in this game by asking them to take turns in rolling the dice and drawing the questions.'

6. DISCUSSION AND CONCLUSION

In light of the 21st century teaching practices, the role of a 21st Century teacher has changed dramatically. Teachers are no longer the sole knowledge provider for the students. Collaborative learning are made possible through board games. Students are able to reap the full benefit of shared learning with their peers where by the teacher act as facilitators who guide the students to search for knowledge (Yeoh et al, 2018). It is possible for the teachers to practice the new role and at the same time lead students to take the responsibility for their own learning (Ahmad et al, 2016).

Student teachers' reflection on their experience in tackling different levels of learners when implementing the board games to teach literary elements should be able to help them to analyse skills they are required to master. One of the ways to require professional skills is through the collaboration with senior teachers or through pair teaching who can guide and thus help to improve their teaching practices. The use of board games in this study was not only restricted to get students to interact with each other, as it could also be used as a medium by the teacher to monitor the students' progress, especially in English literature. Board games can be used for Learning Management System (LMS) as practiced in most higher institutions of learning (Hamdan et al, 2017). With board games teachers can cater to the needs of different levels of students, thus allowing students to develop at their own pace. This is quite difficult to be done in conventional teaching especially when the teacher has to teach students from different levels of proficiency.

The result of this study brought insight, challenges, and suggestions on how developing board games can be used to enhance understanding of the literary text and approaches to teaching literature as well as further develop critical appreciation and cultural awareness in the Malaysian classroom.

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